EMS Instructor Training Program

National Standard Curriculum
Instructor Guide

U.S. Department
of Transportation

National Highway
Traffic Safety
Administration

NHTSA
People Saving People

We welcome your comments and suggestions. Please direct them to:

The National Highway Traffic Safety Administration (NHTSA) has played a critical role in the establishment of national standards for improving the management and delivery of Emergency Medical Services (EMS) in the United States. Thanks to NHTSA's leadership, significant improvements in EMS legislation, funding, and State and local management have been made. One of NHTSA's most important contributions has been the establishment of national standards for training.

In this capacity, NHTSA assumes responsibility for both developing and revising training programs to insure they are responsive to the standards established by the Highway Safety Act of 1966 (amended). NHTSA also intends that these courses be of the highest quality, be based upon the most up-to-date technical information, and include proven, yet innovative, instructional strategies.

To this end, NHTSA supported the revision of the 1986 Instructor Training Program. In States where instructor certification is required, NHTSA is hopeful that this course will meet and exceed certification requirements.

The success of any course depends substantially on the caliber of the instructors delivering the training. This underlines the critical role the Instructor Training Program plays in the overall curriculum.

NHTSA wishes to thank Analysis & Technology, Inc. (A&T) for their coordination of this project.

NHTSA also acknowledges each individual in the Curriculum Development Group (CDG) for their invaluable assistance in the development and review of these materials. As representatives of prominent EMS organizations, the significance of the input from the following CDG participants cannot be underestimated:

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Mr. Phil Dickison, National Registry of EMTs
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Ms. Deborah Henderson, National EMSC Resource Alliance
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The EMS Instructor Training Program: National Standard Curriculum
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Introduction

The *EMS Instructor Training Program: National Standard Curriculum* focuses on those skills necessary to successfully present any of the DOT NHTSA EMS courses. The course provides a solid foundation in learning theory, yet moves directly into hands-on application. With the emphasis on practical skill development, Instructor Trainees will complete the course with the confidence that they can successfully teach any course in the National Standard Curricula for which they are technically qualified.

The course is designed as a series of interactive lessons, facilitated by you, the instructor. This Instructor Guide contains the information you will need to teach the course. A Course Guide, which contains information and materials necessary for course administration, and the Student Guide complete the curriculum package.

The course is presented using transparencies, a flipchart, and other support materials (see the Course Materials section). Participants follow along and take notes using the accompanying Student Guide. Included throughout the course are group discussions, individual exercises, and scenario-based roleplays that allow participants to apply their developing instructor skills.

NOTE: Many activities will require pre-class preparation of materials. Additionally, each lesson begins with a presentation of the Lesson Objectives, using a flipchart page prepared before class.

The information that follows will familiarize you with the structure of the course, explain the teaching strategies that may be used, and inform you of preparations that you should make prior to teaching the course.

Course Goals

At the completion of this course, the participants will be able to:

- Organize and prepare curriculum materials for presentation

- Effectively deliver each lesson contained in the curriculum, as measured by overall student performance on training objectives

- Prepare instructional aids which will increase the effectiveness of the training

- Ensure that all necessary equipment and materials necessary for student learning are present and operational

- Evaluate student performance and provide corrective feedback to improve subsequent performance

- Provide a mechanism for evaluating the training program's effectiveness

- Obtain the appropriate curriculum package developed by NHTSA

Specific objectives for each lesson in the Instructor Training course are listed in the Overview section at the beginning of each lesson in both the Instructor Guide and the Student Guide.

Course Topics

1. **Introduction**

   - Introductory Remarks
   - Lesson Objectives
   - Course Schedule
   - Administrative Details
   - Course Objectives
   - Course Expectations

2. **Instructor Roles and Responsibilities**

   - Introduction to Various Roles
   - Problem Students and Challenging Situations
   - Positive, Constructive, and Corrective Feedback
   - Team Teaching Guidelines
   - Instructor Attributes

3. **Legal Issues**

    ■ Harassment
    ■ Discrimination
    ■ Americans with Disabilities Act of 1992 (ADA)
    ■ Confidentiality
    ■ Negligence
    ■ Occupational Health and Safety Act (OSHA)

4. **The Adult Learner**

    ■ Learning Theory
    ■ Characteristics of Adult Learners
    ■ Learning Styles
    ■ Skills for Success

5. **Creating an Effective Learning Environment**

    ■ Assess Your Audience
    ■ Assess the Physical Environment
    ■ Room Setup
    ■ Classroom Management

6. **Objectives**

    ■ Overview of Training Design and Development
    ■ Preparing to Teach Existing Curriculum
    ■ Learning Objectives
    ■ Learning Domains
    ■ Writing Useful Objectives
    ■ Getting Started—Determine Your Lesson Objectives

7. **Evaluation**

    ■ Purposes of Evaluation
    ■ Evaluation Instrument Development Principles
    ■ Cognitive Test Item Development
    ■ Affective and Psychomotor Test Item Development
    ■ Getting Started—Create Your Evaluation Instrument(s)

8. **Instructional Strategies and Methods**

   - Parts of Instruction
   - Teaching Methods
   - Getting Started—Decide on Your Methods
   - Communication and Presentation Skills
   - Questioning Techniques

9. **Media**

   - Media Selection
   - Instructional Value of Media
   - Principles of Design
   - Teaching Aids—Prepared and Spontaneous
   - Getting Started—Create Your Own Teaching Aid(s)

10. **Lesson Plan Development**

   - Overview
   - Components
   - Examples of Lesson Plans
   - Getting Started—Develop Your Lesson Plan

Putting It All Together—Final Presentations

   - Final Presentations
   - Peer/Instructor Feedback and Evaluation of Presentations
   - Review of Course Objectives
   - Course Evaluation

Instructor Guide Information

This Instructor Guide has been developed to assist you in presenting the course material. Each lesson contains introductory and summarizing material, as well as detailed lesson plans, instructional content, requirements, and guidance for teaching each lesson. The list that follows explains certain features of the Instructor Guide.

■ **Format**

The Instructor Guide is organized in a two-page format, side-by-side, in which the left page and the right page serve different purposes. The left page provides you with everything you need to teach the lesson, in the form of Instructor Notes and the Lesson Plan outline.

The right page provides Additional Information, designed to be read before class. It precisely parallels the left page outline, and supplies in-depth information on each topic introduced.

■ **Instructor Notes**

The Instructor Notes column provides teaching suggestions, prompts for using support materials, activity references, and hints for facilitating discussions. Do not be put off by the rudimentary nature of some of these notes; they are designed to assist even the most novice instructor to prepare and present the lesson effectively. For example, questions have been included throughout each lesson. It is expected that as experienced instructors read through the lesson before class, they will generate additional and replacement questions, thus creating their own, customized instructor notes. The more this Instructor Guide becomes your own working presentation tool, the more it has achieved it's intended purpose.

■ **Additional Information**

The additional information provides sufficient background knowledge so that even if an instructor is unfamiliar with a particular topic, no additional research is necessary to teach. For those who would like to pursue course topics further, sources are cited at the end of each lesson, as *References*. *Additional Resources*, though not direct sources, relate to the subject matter and have been compiled for your convenience.
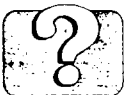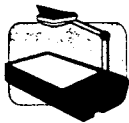
■ **Icons**

Throughout this Guide you will see the following icons:

The clock icon appears at the beginning of each lesson. Time frames are given suggesting about how long it takes to present the lesson and how long to allow for activities.

This icon prompts you to ask a question. When applicable, answers to the question will appear in italics.

This icon alerts you that there is a corresponding transparency for this material. Transparencies are numbered by lesson and sequence; e.g. Display Overhead #4-5 refers to the fifth transparency in lesson four. A reduced version of the overhead appears in the Lesson Plan outline.

This icon signals the use of a flipchart. Be sure to label the flipchart with the topic listed in the instructor notes.

This icon tells you to conduct an activity at this time. The Instructor Notes, Lesson Plan outline, and Additional Information contain most of the information you will need to conduct an activity. Additional materials for each activity are provided in Appendix A as needed.
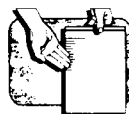
The handout icon prompts you to distribute a handout. Check the Instructor Notes for details regarding where the handouts are located in the Instructor Guide. Reproduce sufficient copies prior to class.

■ **Transparencies**

A paper copy of each transparency is located at the end of the lesson. These pages can be used to confirm that you have a copy of each transparency and help you to organize the overheads prior to class.

■ **Appendices**

A Table of Contents is included for Appendix A, Activity Materials and B, References.

Appendix A is the only appendix in the curriculum that differs in the Instructor and the Student Guide. The Instructor Guide version of Appendix A contains complete instructions for the instructor and materials to be distributed. These require reproduction or preparation before class.

Appendix B is comprised of references that are used during many of the course activities and may serve as Job Aids after the course as well. Please take a moment to familiarize yourself with these important resources.

Appendix C is a list of Information Resources. Appendix D furnishes the most current curricula and ordering information available from DOT/NHTSA.

Guidelines for Instruction

This course is designed to be interactive at all times. Instructional strategies and methods that will encourage student involvement are provided in Lesson 8. Please review this lesson thoroughly before teaching the course.

- **Room Configuration**

  The instructor should arrange the classroom in a manner that will increase the interactivity and informality of the discussions. Suggested seating configurations include sitting in a semi-circle, around a large conference table, or around several smaller tables. Throughout the course, there are opportunities to leave your position as a stand-up facilitator, and join the seating configuration of the class. Suggested room arrangements and the potential benefits of each can be found in Lesson 5, Creating an Effective Learning Environment.

- **Questioning Techniques**

  The effective use of questioning is a primary means to create a participatory learning environment. Instructors are expected to direct questions to the participants at the beginning, throughout, and at the end of each lesson. The instructor will use the answers provided by the participants to initiate and guide each lecture period. The impact of effective questioning on learning cannot be underestimated; a section has been devoted to the various techniques and expected outcomes in Lesson 8.

- **Exercises and Discussions**

  Exercises and discussions are used throughout the course to reinforce knowledge and practice the skills expressed in the learning objectives. Specific information about how to conduct these learning events is given in the next section, Overview of Course Activities, and/or in the Instructor Notes as part of the Lesson Plan. Materials necessary to conduct the exercises and more complete instructions, if necessary, are located in Activity Materials, Appendix A.

■ **Overhead Transparency/Flipchart Use**

In this course, the frequent use of discussion as a training method requires you, the instructor, to document much of what is said. In addition to reinforcing key points, this also gives you the opportunity to cull out inaccurate information. Students who are taking notes tend to record only what you have documented.

Either the overhead or the flipchart can be used for this purpose. The flipchart has an advantage over the overhead because you can tape the flipchart pages to the wall for future reference. But whether you use blank transparencies or the flipchart, remember to label them using the titles provided in the Instructor Notes. Titles serve to focus the discussion and cue participants to accompanying material in the Lesson Plan outline. Later in the course, perhaps during an exercise, students can refer back to the discussion results. The titles will help students find the information they are looking for quickly and easily.

■ **Small Group Facilitation**

In this course you will see the small group concept used in two different ways—for roleplay activities and for discussion. In both cases, basic guidelines for small group organization apply. Listed below are some tips that will help you to structure small group interaction to derive maximum benefit. Refer to the next section, Overview of Course Activities, for detailed instructions about how to conduct the roleplay activities.

► **Guidelines for Discussion Groups**

Randomly divide the class into small groups of 3-5 people. Ensure that people who know each other are in different groups. Remind the participants that everyone should speak once before anyone speaks twice during small group discussions. Then, instruct the group to select a facilitator, reporter, and timekeeper.

▷ Facilitator. The facilitator will read the questions aloud to the group.

▷ Reporter. The reporter will take notes and summarize the discussion results for the entire class.

NOTE: All students should take notes during the discussion even though only the reporter will report the results to the class.

▷ Timekeeper. The timekeeper should observe and enforce the time constraints of the discussion.

NOTE: The position of timekeeper is a vital one. You will notice that the allotted time may occasionally appear to be short. The purpose of keeping the exercise short is to maintain the momentum of the class and to provide time to complete all of the materials. Timekeepers ensure that small groups stay on track and focus on the activity.

You should periodically rotate these roles within the group, for example, with each new small group discussion/exercise. This requires students to develop new skills; people tend to stick with roles in which they feel most comfortable. Additionally, change the configuration of the groups occasionally by moving individuals clockwise from one small group to another. This is particularly helpful in long term classes; the opportunity to get to know new people creates a more stimulating atmosphere.

Overview of Course Activities

- **"Getting Started" and "Putting It All Together"**

  The overall strategy for this course is hands-on practice in preparing and presenting instructional materials. Thus, an evolving activity has been designed which culminates in the Final Presentations.

  Components of this evolving activity have been included in Lessons 6–10. Each component deals with an essential element of training delivery and is listed here:

  - ▶ Getting Started—Determine Your Lesson Objectives
  - ▶ Getting Started—Create Your Evaluation Instrument(s)
  - ▶ Getting Started—Decide on Your Methods
  - ▶ Getting Started—Design Your Own Teaching Aid(s)
  - ▶ Getting Started—Develop Your Lesson Plan

  Each "Getting Started" exercise has been designed to prepare Instructor Trainees to teach. As the final test of these newly acquired skills, students will deliver a half-hour lesson segment. These presentations are vital to the Instructor Training Course strategy and represent a substantial portion of overall course time.

- **Additional Activities and Exercises**

  In addition to the "Getting Started" activities, which are specifically designed to prepare students for the Final Presentations, exercises have been included whenever possible to help students apply what they have learned, to illustrate the material presented, and to promote an interactive learning environment.

  Many activities are designed to give new instructors a chance to practice various aspects of instruction and public speaking. For example, the "reporter" for a small group must organize material and present it to the class. The "observer" of a skill demonstration must rate performance. Be aware that this practice is necessary to develop competence and assign the role to the more reticent students rather than letting the stronger members take over.

► **Roleplays, Mini-Presentations, and Demonstrations**

▷ Preparation

NOTE: Copy the roleplay cards in Appendix A for distribution at the appropriate time during the course. These cards appear in the Instructor Guide only. Duplicate the scenario pages before class, cut out the scenarios, and then separate the instructor cards from the student cards for distribution.

For the demonstration (Teach a Simple Skill, Lesson 6) and the mini-presentation in Lesson 8, reproduce enough copies of the demonstration checklist and the mini-presentation checklist for each presenter to get feedback from the Instructor Trainer and all observers. The checklists are included in Appendix B, References.

▷ Organization

Randomly divide the class into small groups of 3-4 people. Ensure that people who know each other are in different groups. For smaller classes, a pair of students can enact the roleplay at the front of the room.

Tell the group to select an instructor, a student, and one or two observers. Rotate these roles within a group.

Student. The participant should enact the student role.

Instructor. The participant should enact the instructor role using the principles learned in the lesson.

Observer(s). The observer(s) should watch to determine if the targeted instructor skills are being portrayed and use the checklists to record feedback.

▷ Implementation

Provide a topic or distribute the activity cards. The student roleplay cards contain more specific information about the scenario than the roleplay cards for the instructor. To ensure a real-life, spontaneous roleplay, it is important that roleplay participants not share the instructions on the cards with each other.

▷ Evaluation

The observer(s) should then be prepared to share their observations with the Instructor Trainee who enacted the instructor role, using the guidelines for effective feedback in Lesson 2 as a guide. Give participants a few minutes to review the forms and then collect these informal evaluation tools. This type of documentation is an important part of the ongoing evaluation process.

References (Appendix B)

Many references have been developed specifically for use during this course and, even more importantly, for use as Instructor Trainees begin to teach. They can be found in Appendix B, References, in both the Student and Instructor Guides. Please review these materials and encourage students to use them whenever applicable throughout the course, such as during roleplays and for completing activities.

Course Materials

The following materials, equipment, and supplies are necessary to conduct the Instructor Training course:

- Instructor Guide(s)
- Student Guide(s)
- Overhead projector
- Blank transparencies

- Flipchart stand/pad
- Flipchart markers
- Whiteboard and/or blackboard
- Whiteboard markers and/or chalk

- Slide projector and carousel
- Projection screen
- Extension cord

- Masking tape
- Paper, pens, etc.
- Film projector

Additional recommendations, if available:

- Computer
- LCD display panel
- Laser pointer

- TV/VCR (extremely desirable)
- Video camcorder (extremely desirable)
- Monitor, blank tapes

The specific requirements and additional recommendations for each lesson are listed at the beginning of each lesson plan in the Instructor Guide.

Student Evaluation

The EMS Instructor Training Course includes several means for assessing student achievement of objectives. The primary source for evaluation is the student's performance in developing and presenting a lesson plan, and a comprehensive presentation evaluation form has been provided in Appendix B for that purpose.

- **Informal Evaluation Opportunities**

  However, the quality of student participation in instructional activities, question and answer sessions, and class discussions should also be noted as part of the assessment process. Therefore, the instructor is encouraged to take advantage of informal evaluation opportunities throughout the course.

  Suggested evaluation strategies are specified in the Instructor Notes, and sample checklist(s) have been provided in Appendix B for recordkeeping purposes.

- **Additional Written Tests**

  Additional written tests may be developed by the Instructor Trainer to evaluate end-of-lesson or end-of-course objectives as deemed necessary. Each student must demonstrate attainment of knowledge and skills in each area taught in the course. It is the responsibility of the Instructor Trainer to assure that students attain proficiency in each topic area before they proceed to the next area.

- **Requirements for Course Completion**

  Student requirements for completing the course are as follows:

  - Skills. Students must demonstrate skill proficiency as described in the lesson objectives

  - Knowledge. Students must demonstrate content knowledge comprehension as described in the lesson objectives

  - Attitude. Students must demonstrate conscientiousness, interest, and enthusiasm in the course

▶ Attendance. Students should be required to attend all lessons. The Instructor Trainer should establish an attendance policy prior to course delivery and should communicate that policy to students during the first session. Attendance is required at all tests and evaluation sessions. At the discretion of the Instructor Trainer, special examination sessions may be provided for students who miss tests for valid reasons.

If, after counseling and remediation, a student fails to demonstrate competence in specific knowledge and skills, or to demonstrate an appropriate attitude, the student should not be permitted to pass the course. The level of knowledge and skills attained by a student in the classroom will be reflected in his or her performance on the job.

■ **Evaluation of Post-Instruction Performance**

Since the primary objective of the course is to develop the student's ability to teach EMS courses, the ultimate indication of program effectiveness is how well the student subsequently performs as a course instructor. Each state should develop a comprehensive program for evaluating competency.

If at all possible, the Instructor Trainer should plan to evaluate each student's performance as an instructor of a DOT/NHTSA EMS curriculum package. This can be accomplished in one of several ways, depending upon state or local practice. The Instructor Trainer could sit in as a reviewer on the first course for each new instructor. Or, s/he could volunteer to assist during initial training experiences. New instructors could be required to do some student teaching prior to being a lead instructor. An option at the local level is to confer certification after the instructor candidate successfully presents their first course.

■ **State-Specific Requirements**

Additional qualifications may be imposed by the State or area in which the curriculum is given. In the event that the curriculum is offered by a college or university and credits are given for successful completion, additional restrictions may apply. The Course Administrator should contact the State EMS office prior to conducting the Instructor Training Program to be certain that all requirements are met.

Program Evaluation

An ongoing evaluation process is critical to identifying deficiencies in the course. The primary method of objectively evaluating the Instructor Training Program's effectiveness is through student performance during and post-instruction, as stated above. In addition, students should be asked for feedback.

■ **Course Evaluation Form**

An evaluation form is provided in Appendix B so students can react to the course in terms of relevance of content, usefulness of learning activities, potential for transfer of learning to performance, and instructor effectiveness. Make a copy of this form for distribution during the last class session.

The Course Evaluation Form should be administered at the end of the course. The information gathered can then be used to refine instructional strategies, adjust time frames, modify classroom design, and address facility issues for future courses.

■ **Lesson Evaluation**

Additionally, the Course Evaluation form can be easily modified to solicit lesson-specific feedback. When administered after each lesson, the evaluation form will more discretely assess program strengths and weaknesses. This is highly recommended, and a sample End-of-Lesson Evaluation Form is included in Appendix B as well.